

**DRAFT**  
**Iowa Quality Preschool Program Standards**  
**Required Criteria for Verification**

*All components of the following criteria must be in place and fully met (a “D” on the QPPS Self-assessment) and 85% of the criteria in EACH of the ten standards must be in place and fully met before a program can be considered to be at the Standards and Criteria Fully Met – Self-Verified or Standards and Criteria Fully Met – Verified level.*

- 1.3 Teaching staff never use threats or derogatory remarks and neither with-hold nor threaten to withhold food as a form of discipline.
- 1.7 Teaching staff counter potential bias and discrimination by:
- Treating all children with equal respect and consideration;
  - Initiating activities and discussions that build positive self-identity and teach the valuing of differences;
  - Intervening when children tease or reject others;
  - Providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations;
  - Avoid stereotypes in language references;
- 2.18 Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.
- 2.20 Children have varied opportunities to:
- Be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs;
  - Be read to regularly in individualized ways including one-to-one or in small groups of two to six children;
  - Explore books on their own and have places that are conducive to the quiet enjoyment of books;
  - Have access to various types of books, including storybooks, factual books, books with rhymes, alphabet books, and wordless books;
  - Be read the same book on repeated occasions;
  - Retell and reenact events in storybooks
  - Engage in conversations that help them understand the content of a book;
  - Be assisted in linking books to other aspects of the curriculum;
  - Identify the parts of books and differentiate print from pictures.
- 2.23 Children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.

- 3.9 Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g. those who can use the toilet independently, who are in the library area, or who are napping.)
- 4.6 Staff-developed assessment methods:
- Are aligned with curriculum goals;
  - Provide an accurate picture of all children's abilities and progress;
  - Are appropriate and valid for their stated purpose;
  - Provide meaningful and stable results for all learners, including English language learners and children with special needs;
  - Provide teachers with clear ideas for curriculum development and daily planning;
  - Are regularly reviewed to be certain that they are providing the needed information.
- 4.11 Teachers interact with children to assess their strengths and needs to inform curriculum development and individualize teaching.
- 4.14 Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process.
- 5.2 At least one staff member who has a certificate showing satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for children, is always present with each group of children. When the program includes swimming and wading and when a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR, is present in the program at all times.
- 6.1 When working with children, all teaching staff demonstrate the ability to:
- Interact with children without using physical punishment or any form of psychological abuse;
  - Recognize health and safety hazards and protect children from harm;
  - Encourage and provide children with a variety of opportunities for learning;
  - Encourage and provide children with a variety of social experiences;
  - Adapt and respond to changing and challenging conditions in ways that enhance program quality;
  - Communicate with children and their families.
- 6.3 Teachers are licensed by the Iowa Board of Educational Examiners and hold an early childhood endorsement. *Refer to Timeline for Meeting Preschool Teacher Qualifications, Table 2.*

- 6.4 Assistant teachers – teacher aids (staff who implement program activities under direct supervision) have a high school diploma or GED and:
- 50 percent of assistant teachers-teacher aides have at least a Child Development Associate Credential (CDA) or equivalent;
  - 100 percent of assistant teachers-teacher aides who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and are demonstrating progress toward the CDA or equivalent.
- 9.1 A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes:
- Dramatic play equipment;
  - Sensory materials such as sand, water, play dough, paint, and blocks;
  - Materials that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas; and
  - Gross motor equipment for activities such as pulling up; walking; climbing in, on, and over; moving through, around, and under; pushing; pulling; and riding;
- 9.6 Program staff provide for an outdoor play area that is protected by fences or by natural barriers to prevent access to streets and to avoid other dangers, such as pits, water hazards, or wells.
- 9.9 There is a minimum of 35 square feet of usable space per child in each of the primary indoor activity areas. (The primary activity area does not include diaper stations, large structures that cannot be removed or moved aside easily, toilets, any sick-child area, staff rooms, corridors, hallways, stairways, closets, lockers or cubbie, laundry rooms, janitor rooms, furnace rooms, storage areas, and built-in shelving. Specialty areas such as computer rooms, reading rooms, and lunchrooms, where children are expected to remain seated for short periods of time, may be excluded from the minimum space requirement.)
- 9.10 Facilities meet Americans with Disabilities Act (ADA) accessibility requirements. Accessibility includes access to buildings, toilets, sinks, drinking fountains, outdoor play space, and all classroom and therapy areas.
- 9.12 Program staff protect children and adults from hazards, including electrical shock, burn or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping or slipping.
- 9.13 Fully equipped first-aid kits are readily available and maintained for each group of children. Staff take at least one kit to the outdoor play areas as well as on field trips and outings away from the site.

- 9.14 The program ensures there are:
- Fully working fire extinguishers and fire alarms are installed in each classroom and are tagged and serviced annually.
  - Fully working carbon monoxide detectors are installed in each classroom and are tagged and serviced annually.
  - Smoke detectors, fire alarms and carbon monoxide detectors are tested monthly, and a written log of testing dates and battery changes is maintained and available.
- 9.15 Any body of water, including swimming pools, build-in wading pools, ponds, and irrigation ditches, is enclosed by a fence at least four feet in height, with any gates child proofed to prevent entry by unattended children. To prevent drowning accidents, staff supervise all children by sight and sound in all areas with access to water in tubs, pails, and water tables.
- 9.19 The facility and outdoor play areas are entirely smoke free. No smoking is permitted in the presence of children.
- 10.2 The program administrator has the educational qualifications and personal commitment required to serve as the program's operational and pedagogical leader. The administrator:
- Has at least a baccalaureate degree;
  - Has at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, and management (which can be in school administration, business management, communication, technology, early childhood management or administration, or some combination of these areas.);
  - Has at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children's learning from birth through kindergarten; family and community relationships; the practices of observing, documenting and assessing young children; teaching and learning processes; and professional practices and development;
- Or
- Documents that a plan is in place to meet the above qualifications within five years;
- Or
- Can provide documentation of having achieved a combination of relevant formal education and experience. See Program Administrator Qualifications, Table 3.

### CRITERIA VERIFICATION CHART

<b>Standard</b>	<b># of Required Criteria</b>	<b># of other Required “Ds”</b>	<b># of Total Criteria</b>
<b>1</b>	<b>2</b> 1.3, 1.7	<b>8</b>	<b>11</b>
<b>2</b>	<b>3</b> 2.18, 2.20, 2.23	<b>31</b>	<b>40</b>
<b>3</b>	<b>1</b> 3.9	<b>15</b>	<b>19</b>
<b>4</b>	<b>3</b> 4.6, 4.11, 4.14	<b>9</b>	<b>14</b>
<b>5</b>	<b>1</b> 5.2	<b>21</b>	<b>26</b>
<b>6</b>	<b>3</b> 6.1, 6.3, 6.4	<b>2</b>	<b>6</b>
<b>7</b>	<b>X</b>	<b>8</b>	<b>10</b>
<b>8</b>	<b>X</b>	<b>5</b>	<b>6</b>
<b>9</b>	<b>9</b> 9.1, 9.6, 9.9, 9.10, 9.12, 9.13, 9.14, 9.15, 9.19	<b>8</b>	<b>19</b>
<b>10</b>	<b>1</b> 10.2	<b>16</b>	<b>20</b>